

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Catherine Hood

Official School Name: Oklahoma Road Middle School

School Mailing Address: 6300 Oklahoma Road
Sykesville, MD 21874-6604

County: Carroll County State School Code Number: 0508

Telephone: (410) 751-3600 E-mail: cehood@carrollk12.org

Fax: (410) 751-3604 Web URL: http://www.carrollk12.org/oms/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Stephen Guthrie Superintendent e-mail: shguthr@carrollk12.org

District Name: Carroll County District Phone: (410) 751-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Jennifer Seidel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 23 Elementary schools
(per district designation) 10 Middle/Junior high schools
9 High schools
1 K-12 schools
43 Total schools in district
2. District per-pupil expenditure: 11671

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	116	118	234
K	0	0	0		7	148	100	248
1	0	0	0		8	128	122	250
2	0	0	0		9	0	0	0
3	0	0	0		10	0	0	0
4	0	0	0		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								732

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
3 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
92 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2009	788
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 1

Number of languages represented, not including English: 1

Specify languages:

Cantonese

9. Percent of students eligible for free/reduced-priced meals: 5%

Total number of students who qualify: 42

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 57

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>16</u>	<u>3</u>
Total number	<u>69</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	95%	97%	96%
Daily teacher attendance	94%	93%	92%	92%	93%
Teacher turnover rate	9%	11%	13%	7%	9%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Teacher attendance during all five years was below the 95% attendance target. It should be noted that many of our teachers are involved in professional meetings with content supervisors, curriculum projects, and advisorships of county student groups (Student Government, SHOUT, Multicultural Club, Track & Field play day, Instrumental Music Festivals) which meet during the school day. To offset the impact on instruction, our administrators strategically select substitutes so minimal instructional time is lost during these absences.

The 2007-08 school year shows an increase in teacher turnover percentage. The increase is partially a result of Reduction in Force due to decreasing enrollment and CCPS budget constraints. Also, during that time, two teachers retired, two teachers resigned from teaching and one teacher transferred schools to be closer to home.

Between 2005-2009 ORMS experienced five Maternity Leaves, five Leaves of Absence and one mid-year resignation.

ORMS teacher attendance is also impacted by bereavement leave, jury duty and personal leave.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Oklahoma Road Middle School, the Home of the Twisters, is located in the southwest corner of Carroll County, Maryland, in close proximity to Baltimore City and Washington, D.C. As part of the Carroll County Public School System, our school consistently ranks as a top middle school in the county and in the state.

The Oklahoma Road Middle School (ORMS) educational community has adopted the motto, "Good, Better, Best," to encourage educational and social achievement for all of our students. This supports our mission that all students can learn and that it is our role to ensure they do via a positive learning environment. Our mission further requires a focus of collective energies on the diverse academic, social, emotional, cultural, and physical well-being of all our students to ensure success.

Our active Parent Teacher Association is a vital partner in making the ORMS environment a positive one. The PTA sponsors cultural programs for all grade levels in order to expose students to diverse viewpoints and cultures. At our Back-to-School presentations, the PTA invites speakers to present information about identifying at-risk student behaviors and provides contact information for organizations which may be able to assist parents. The PTA also supplies funds for low income students to participate in extra-curricular activities, and grants stipends to enable teachers to purchase materials for their classrooms.

Since opening in 1997, ORMS has established many meaningful traditions that help students move from being "good" to attaining success at the highest levels. For example, each day begins with "Words of Wisdom." These brief selections highlight a person or event that exemplifies personal, social, or cultural achievement with a lesson that asks students to reflect how this lesson can be incorporated into their own lives. Twister parties are also used to reward students who demonstrate positive behaviors throughout the school year. These students are given a special time during the school day to socialize with other students who have also exhibited positive behaviors. Events that reward academic success include quarterly celebrations for honor roll students and their parents. Students are honored at "team" assemblies where they receive certificates and bumper stickers. Straight "A" students are rewarded each year with a breakfast in their honor.

Other traditional activities at ORMS include band and chorus concerts for the school community in the fall and spring of each year. Talented students and faculty members perform in an annual talent show for the school and in the evening for parents. In addition, a group of ORMS actors participate in a drama production each year. A variety of other school-wide activities include book fairs, read-a-thons, author-in-residence days, grade level play days, and faculty-student volleyball and basketball games.

Oklahoma Road Middle School addresses the multiple intelligences of our students by providing students with opportunities to participate in service activities. Our school is a "Maryland Green School," and our "Green Team" spends time after school to beautify the school property by weeding, landscaping, and maintaining the school's courtyard garden. The Student Government Association, Multi-cultural Club, and the SHOUT organization sponsor programs which allow students to learn about community responsibility and helping others who are less fortunate. Each year a pumpkin decorating contest is held among the school's homerooms. Students "vote" for the best pumpkin by placing spare change into jars. All proceeds are donated to a charity chosen by the sponsor club. Another annual service project is called "Penny Wars." During students' lunch time, they donate spare change, and the proceeds are given to a worthy cause. Student organizations volunteer with the Special Olympics, sponsor clothing drives, "Bundles for Babies," and raise funds for needy families and students with special health issues.

Teachers at ORMS are passionate about providing students with the best education possible. They help our children succeed by establishing positive relationships with students and a family atmosphere among

themselves in order to provide a learning environment that is supportive of success. Teachers plan in collaborative grade level academic teams to develop cohesive learning plans that help all students achieve at high levels. A "Power Team" was created to provide students time during the school day to work on the state curriculum standards as well as receive interventions in math, writing and reading. Many of the teachers mentor individual students who are at-risk due to family situations or academic challenges. Teachers arrive at work early or stay late to provide extra instruction at Twister Learning Clubs or Twisted Math Sessions. ORMS teachers continue to enhance their professional competence by continuing education courses at local colleges and through county professional development offerings. Five ORMS teachers have achieved National Professional Board Certification status, and 70% of ORMS teachers hold advanced degrees. All ORMS teachers are encouraged to reflect on their instructional practices on a regular basis. Reflection includes collaboration with peers, peer observations, and professional book discussions. At Oklahoma Road Middle School, the entire community works together to be "Good, Better, Best."

1. Assessment Results:

Oklahoma Road Middle School is the highest performing school in the Carroll County Public School system. During the past five years, we have demonstrated continued improvement on the Maryland School Assessments (MSA) in both the aggregate group and subgroups. The MSA is a criterion-referenced test which assesses individual students' reading and math achievement. The results are reported as one of three categories: basic, proficient, or advanced. Each year, the Maryland State Department of Education establishes standards called Annual Measurable Objectives (AMO's) by which individual school progress is measured. Progress is reported for the entire school as well as for specific subgroups. For more information about the Maryland School Assessment program, refer to <http://mdreportcard.org>.

Since 2005 our scores have shown a steady increase in both reading and math. Subgroup achievement in the areas of special education and free and reduced meal programs represent our most significant areas of improvement. In 2005-2006, only 36% of our special education students have demonstrated mastery in mathematics and 47% of the same group showed mastery in reading. After consistent, focused interventions with a variety of research-based interventions, this subgroup soared to mastery rates of 53% in mathematics and 71% in reading. Students eligible for the federally funded FARMS program improved at even higher rates. This subgroup increased 30% in mathematics moving from 51% to 81% mastery and increased 24% in reading moving from 57% to 81% mastery.

A closer look at our data reveals a significant increase in the percentage of students achieving the advanced level of proficiency each year with 67% of our students meeting that standard in reading and 50% scoring advanced in mathematics during the 2009-10 school year. This represents a 21% increase in reading and a 17% increase in mathematics over five years.

ORMS also participates in the Maryland High School Assessment program in the area of Algebra. Students enrolled in Algebra I/Data Analysis participate in this assessment upon course completion. We are extremely proud of their 99-100% pass rate on this assessment.

The ORMS staff eagerly awaits the results of the annual state assessments each summer and is excited to share successes with their students via purple "twister" postcards mailed home with a variety of congratulatory comments.

Carroll County provides teachers with additional MSA data related to the identified standards in both reading and math. Examining this data allows teachers and students to see specific areas of strength. The data also gives teachers information concerning student's weaknesses and allows teachers to design instruction focusing on the identified needs of students. As a result of this process, we were able to identify General Reading Processes as an area of weakness during the 2005-2006 assessment review. Implementation of a school-wide vocabulary program beginning in the 2006-2007 school year provided our students with additional skills to assist in improving overall performance in reading from 89% to 96% in three years. Mathematics teachers review both quarterly benchmark data and the sub-scores on the Maryland School Assessments to target weaker areas of instruction. As a result of this process, increased scores have been noted in the "Processes of Math" and "Geometry" standards.

Since the inception of the state assessments, ORMS faculty, staff and administrators are constantly reviewing current data, refining established "best practices," and implementing "just in time" interventions to ensure student success.

2. Using Assessment Results:

Oklahoma Road Middle School uses assessment data throughout the school year to determine student needs and to tailor individual instruction accordingly. Our data is compiled and shared in annual transition meetings between elementary and middle school teachers as well as middle and high school teachers. These meetings provide opportunities for staff to articulate a variety of data points to assist our instructional leaders in developing individual student schedules. As a student progresses through each grade, ORMS teachers continue this collaborative process through the eighth grade, adding additional relevant student data and recommending appropriate interventions and accelerations. A data folder consisting of formal and informal assessments along with classroom work samples helps teachers communicate student information from grade level to grade level.

Students are also assessed throughout each year to evaluate their mastery of objectives taught. Benchmark assessments in reading, writing, and mathematics give teachers ongoing information that drives instruction. Team and grade level teachers meet regularly to discuss lesson plans, review common formative assessments, and reflect on student progress allowing them to fine tune instruction.

Teachers analyze students' scores to determine specific areas of need. Instruction is then designed and delivered to meet student needs. We strongly believe that our students must be aware of their individual strengths and areas of challenge. Therefore, data from state assessments is shared during individual student conferences in order to help them create their own learning goals. Data from the MSA's is also analyzed to identify instructional weaknesses among teachers. Results from this analysis drive purposeful collaborations among teachers and encourage professional development opportunities in specific areas of instruction.

ORMS implements several reading and mathematics interventions as a result of our data analysis. The Power Team comprised of sixth and seventh graders who are struggling with reading and mathematics skills is an example of one intervention. This team has been in place for four years. Flexible scheduling allows teachers on this team to provide additional time for both reading and math in order to meet the needs of students scoring basic on the state assessments. Additional mathematics classes are scheduled school-wide for students scoring basic on the math state assessments or demonstrating difficulty achieving quarterly math benchmarks. In addition, academic development time is available to target study skills and address individual academic concerns for specific students, and after school tutorial classes are offered to all students on a weekly basis.

3. Communicating Assessment Results:

Oklahoma Road Middle School uses many methods and tools to communicate assessment results and student progress to students, parents, and the community. Carroll County Public Schools maintains a centralized database for access by each school. Our student data is accessible through the Testing and Assessment Center portion of this database. ORMS teachers are able to manipulate their class data for the purpose of reflection on prior years results as well as capture the scores and sub scores for their current class load. The Testing and Assessment Center also houses the Elementary - Middle transition data posted each year in April. This data allows ORMS to plan for a smooth transition for our incoming sixth grade students. Teachers use this information, provided by fifth grade teachers, to guide their instructional planning and maximize both student learning and parent involvement.

Teachers are encouraged to share and analyze assessment results with our students to allow them to take ownership of their work and be motivated to improve as learners. Students are asked to monitor their learning needs by setting academic goals through the use of Excellence folders and routine grade printouts. Parents are also encouraged to stay active in their children's learning through quarterly parent-teacher conferences, AlertNow weekly bulletins, emails, Eschoolplus Home Access Center, and notes in the student agenda book.

Intervention data is compiled by the administration and shared with classroom teachers through a Compelling Conversations dialogue. Updates are completed throughout the school year and reported to the next year's teaching staff. Since the data includes multiple years of MSA scores and formative assessments, teachers can readily identify trends and plan interventions when necessary.

ORMS school counselors and classroom teachers conduct bi-weekly meetings to review student progress and recommend necessary class level changes based on student achievement. Parent conferences are conducted throughout the year to keep parents up-to-date regarding their students' level and progress.

Although ORMS communicates assessment data and performance at all levels, teachers make struggling students a key focus. Extra support and attention is given to those who lack the support at home. Our goal is to reach out to the parents of struggling students, keeping them invested in their children's education.

4. Sharing Lessons Learned:

Oklahoma Road Middle School takes every opportunity to share successful strategies within the educational community. The ORMS' website provides a starting point for anyone interested in learning about the school and its programs. We have found that our web page serves as an important link for communicating our successes with parents, students, and others in the county or state.

ORMS also shares information through collaboration with content area supervisors and at regional meetings with colleagues. In fact, our teachers are frequently asked to present their "best practices" with other CCPS middle school teachers during in-service meetings held throughout the school year. For example, two of our seventh grade Science teachers created formative assessment reviews of the seventh grade Life Science concepts, using the Checkbox Survey program. The reviews are designed to be used by our eighth grade students prior to the eighth grade Science MSA administration. The CCPS Science supervisor invited them to share this work across the county during a scheduled in-service meeting. Another example required the use of Title II grant funding for three ORMS Math teachers, involved in the implementation of Algebraic Thinking, to participate in site visits. The visits were designed to observe and reflect upon successes of the program as well as learn new ideas and strategies to bring back to ORMS. Our Instructional Assistants were also asked to share their work related to successful collaboration strategies to support struggling learners at an annual pre-service meeting.

Our Science, Math, and Social Studies teachers participate in a number of summer programs to deepen their content understandings and identify real-world applications. Examples include: The Maryland Governor's Academy for Government and Civic Engagement and Science, Technology, Engineering and Math (STEM) trainings with Northrup-Grumman. ORMS staff are regular contributors to curriculum writing and revisions.

Opportunities to share success occur at the scheduled Principals' Meetings as well. These meetings are held at a different middle school each month with the host school being responsible for a one hour professional development session highlighting a success of their school.

As a Professional Development School, ORMS regularly accepts student teachers from Towson University and McDaniel College. Our teachers work diligently to provide specific content information, successful best practices, and insight into pedagogy to prepare them for their first classroom experience.

Every opportunity to share presents yet another opportunity to learn. As ORMS looks ahead, we must continue to seek ways to be "Good, Better, Best!"

1. Curriculum:

Reading / Language Arts

Oklahoma Road Middle School follows the Maryland Voluntary State Curriculum (VSC) and is preparing to adapt to the English Language Arts Common Core Standards by the year 2014. The objectives addressed by these standards present various opportunities for differentiated instruction in all areas of the language arts. The purpose of these standards is to prepare students for college and future careers. Students in all classes are exposed to both fiction and non-fiction materials which enrich their lives and prepare them for life-long reading endeavors.

Mathematics

The ORMS mathematics curriculum expands the students' understanding of the content and process skills previously learned. At the middle school level, students are taught to think abstractly and at a higher level. ORMS follows the Maryland State Voluntary Curriculum which focuses on representation of numbers, reasoning skills, problem solving strategies, measurement, probability, statistics, geometry, and algebraic thinking. ORMS strives to give students the skills needed in the real world. The goal for all students is to leave ORMS with a deeper understanding and efficient mathematical fluency in the areas of fractions, decimals, percentages, proportions, and algebraic concepts. Technology is used to enhance these concepts and provide the students with a modern approach to mathematics.

Social Studies

Social Studies at ORMS focus on educating students to be informed global citizens with skills to succeed in the 21st century. The sixth grade curriculum covers ancient world history and cultures; the seventh grade focuses on world history from the medieval period to the Renaissance; and the eighth grade concentrates on United States history from European exploration to 1900. All Social Studies instructors work together closely to build upon the skills and processes taught in previous grades. Using brain-based research and cooperative learning strategies along with primary and secondary source material, in both print and electronic media, teachers help students to develop problem-solving abilities and an appreciation of their own and other cultures.

Foundational students are given appropriate materials so teachers can scaffold instruction and help them to think critically and make connections between concepts. Accelerated students are encouraged to delve deeply into materials and formulate hypotheses about relationships among major historic themes. All Social Studies teachers endeavor to provide support for English Language Arts classes by providing practice in reading and writing for informational purposes.

Science

ORMS Science curriculum is aligned with the Maryland Learning goals, so that students are prepared for the Maryland School Assessment (MSA) in the eighth grade. The science program is integral to the mission of STEM education which recognizes the interrelationships and dependencies among each of these areas of study. Opportunities for hands-on experiential learning abound, and students' use of 21st century technology tools enhances their experiences as they learn and apply concepts in Physical Science, Life Science & Earth Science. Students first encounter concepts through explorations that are designed to pique their interest and assist them in understanding the relevance and significance of their learning. Gradually, student experiences increase in the level of sophistication to achieve high levels of synthesis and application. Evaluation of student understanding is accomplished throughout the learning process, and teaching methods are continually monitored and modified in order to meet the needs of the learners.

Health and Physical Education

All students in grades six through eight participate in both health education and physical education for at least ninety minutes per week. Health classes emphasize decision making, conflict resolution, communication skills, self-evaluation, and health literacy. Physical education classes focus on the skills and concepts necessary to increase overall fitness for health and well-being. Themed activities are incorporated into the curriculum with a focus on modified sport and movement lessons. In addition, over 150 students across all grade levels, arrive ninety minutes before school to participate in before school fitness clubs.

Fine Arts

The Fine Arts classes at ORMS equips students with the ability to develop their skills and aesthetic appreciation throughout their educational experience with the hope that they will understand that the arts are an integral part of their lives and the world around them. Visual art students apply a variety of media techniques and processes to showcase and promote individual expression and creativity.

Seventy-two percent of ORMS' students participate in the performing arts programs during the school day. These programs include band, chorus, and orchestra. In addition, more than one hundred students participate in extra-curricular honors musical ensemble programs. Instrumental ensembles have received an "Excellent" score during the last five annual county assessments.

World Language - Spanish

A two year Spanish I class is offered in seventh and eighth grades. The program is focused on a proficiency-based approach that stresses instruction that enables students to use the Spanish language in real-life situations. Between 45 and 50% of our students in seventh and eighth grade participate in the foreign language program annually.

2. Reading/English:

The Reading Language Arts Curriculum at ORMS is based on the objectives in the Maryland Voluntary State Curriculum. These objectives are closely aligned with the English / Language Arts Common Core Standards, so that our transition to the new Common Core Standards should be a smooth one.

Materials used in Reading/Language Arts classes include: short stories, novels, poetry, dramatic selections along with informational text from all subject areas. Students are expected to improve their listening, reading, writing, and speaking abilities as they complete each grade level. Teachers often read aloud to students to help them focus on listening and to expose them to advanced vocabulary and concepts. A school-wide vocabulary program has been effective in expanding students' knowledge and improving their comprehension. Students are guided to become proficient in a variety of types of writing including narrative, expository, descriptive, and persuasive. Accelerated classes address the VSC objectives while reading higher-level materials and with greater expectations for all written assignments. There are many opportunities for all students to participate in class discussions and debates, school drama productions, and public speaking within the classroom setting.

Struggling readers and writers are identified in a timely manner at ORMS. Interventions follow a tiered approach and provide students with a strong Response to Intervention (RTI) program. A special Power Team composed of two grade levels was created to meet the needs of students who need additional time for reading and mathematics. The teachers selected for this team work with small groups and are able to try interventions as needed and monitor their effectiveness. The flexibility of this program allows teachers to meet the needs of all individuals. Several groups of students participate in an intervention program created by Scholastic called READ 180. This program has been used at ORMS for nine years with great success. There are three components of this program which contribute to its effectiveness: computer instruction, independent reading, and direct teacher instruction. In addition, several teachers at

ORMS are certified in the Wilson Language Program and are able to provide a multi-sensory approach to decoding and encoding to those students who may have learning challenges which prevent them from acquiring skills through traditional methods. These teachers meet with students one-on one or in small groups of two to five students.

3. Mathematics:

Oklahoma Road Middle School's mathematics program consists of foundational, academic, accelerated and high school honors level courses. All courses are aligned with the National Mathematics Standards and the Maryland State Curriculum and focus on problem solving, communication, connections, representation, and reasoning skills in the following areas: statistics, algebra, geometry, probability, and measurement. All mathematics courses at ORMS provide practice in critical thinking in an effort to help students use their knowledge in both testing situations and the real world.

Students in need of a more in-depth curriculum which contains opportunities for higher-level thinking can begin an accelerated track at any grade level. This allows students to complete the maximum number of mathematics credits upon high school graduation. Students may receive up to two high school credits with the completion of Algebra I/Data Analysis and Intermediate Algebra at ORMS.

Students in need of intervention have several opportunities for additional or alternative support. These students are scheduled for Mathematics Lab where teachers meet with the students every other day for forty-five minutes and work with the computer-based program, "Successmaker." This class is provided in addition to students' regular mathematics class. The regular classroom teachers communicate the progress and computer diagnosis of each student's mathematical abilities, so that the Math Lab teachers are able to provide more individual interventions. Our Power Team offers extended math classes with fewer students and follows the Algebraic Thinking curriculum. Teams that consist of co-teachers, one regular educator and one special educator, also work with students who require additional support. After school math programs which sometimes use student tutors are offered at each grade level throughout the school year.

Collaboration among teachers in the building as well as other teachers in the county provides many opportunities for differentiation and the introduction of new instructional ideas into the classroom. Math teachers at ORMS participate in various professional development courses and county-wide curriculum writing every year. Several teachers also participate in the Governor's Academy - Algebra. Mathematics classrooms use a variety of technological tools such as Interwrite Pads, the TI-Smartview computer program, Star Math, TI-Navigator, and graphing calculators. There is also a website which is aligned with the textbook and can be used at every grade level. All of these tools enrich students' understanding of mathematical concepts.

4. Additional Curriculum Area:

At Oklahoma Road Middle School, technology is used to engage, inspire, organize, and motivate learners in order to prepare them for life in the 21st century. The Maryland Technology Literacy Standards for students are integrated throughout the fabric of all content areas. Students are encouraged to access, manage, integrate, evaluate, create, and communicate information.

Technology skills are not taught in isolation, but instead are applied to meet learning outcomes in the content areas. For example, students in Social Studies are learning to use the ActivInspire software and Promethean boards to practice concepts and share information. Math instructors and students use Interwrite pads to share information on a classroom computer and use manipulatives to kinesthetically practice new concepts. The Science curriculum employs the use of Power Point presentations, laboratory simulations, and web-based technology to allow students to make real world connections to the ideas presented in class.

All subject areas routinely use the school Computer Lab and Media Center to access information for research and data analysis and to create electronic presentations. ORMS Related Arts courses also integrate technology in a variety of ways by using web-based resources to explore art and artists, create multi-media public service announcements, and incorporate web quests into Family and Consumer Science classes. In Technology Education classes, students study the progression and scope of technology, the design process, and technology systems and how they work together to solve problems.

The integrated use of instructional technology enhances all curricular areas, facilitates the learning and assessment processes, and allows for greater differentiation in content, process, and product. Technology has become an integral part of our "best practices" framework and a critical component of our School Improvement Plan.

5. Instructional Methods:

ORMS differentiates instruction to meet the diverse needs of all students. Areas of differentiation include content, process and product. Brain-based learning strategies are implemented in all classrooms to activate and engage the minds of early adolescents. Numerous individualized programs are also offered throughout the school day as well as after school to challenge learners at all levels. A key focus of all of our programs, especially our at-risk learners, is parent involvement. This is achieved through daily communication, personal conference invitations, and parent/child workshops.

When a student is identified as having specific academic needs, a variety of interventions are implemented. In the Reading/Language Arts area, the Wilson Language and Kurzweil programs target students with decoding and encoding concerns while Scholastic READ 180 utilizes a computer-based approach to boost comprehension. Successmaker, Algebraic Thinking, Star Math, and after school math help are all used to supplement the math curriculum and advance students performing at the basic level on state assessments. In order to further support at-risk learners, small classes of fifteen students or less and an instructional assistant or learning resource teacher are in place at each grade level. For students working above grade level, the Great Books program and an accelerated curriculum challenge this group of learners.

ORMS relies on active and involved school counselors who implement various programs throughout the school year to target students' academic, social, and emotional needs. Teachers identify students with academic, behavioral, or social concerns, and school counselors assign a volunteer teacher mentor through our Teacher - Student Mentoring program. Throughout the school year, counselors also lead support groups and conduct classroom lessons on a wide range of academic and social issues such as study skills and family dynamics.

Activities and programs which meet a variety of needs and address specific interests are available for students before and after school. Students who lack home support are offered morning homework assistance and organizational time, so that they can be better prepared for the school day. Students may choose to join a writing club called "Purple Pens" or a lunch time book discussion group called "Brown Bag and Books." Our PASS (Planning for Academic Student Success) program and an action research project with Towson University help students and parents prepare for state assessments.

At ORMS, daily instruction along with afterschool activities create a positive learning environment that fosters academic and personal success for all learners.

6. Professional Development:

Professional Development at ORMS is flexible and individualized. As outlined in the School's Improvement (SIT) plan created each year, teachers are surveyed about identified "best practices." Based on their responses, teachers are grouped according to interest or identified needs. Recent professional activities included investigation into brain-based research and instructional strategies, information about differentiating instruction to support student learning, integrating technology into the classroom, and the

creation of professional book study groups. Most recently, the book study group examined [A Repair Kit for Broken Grades: 15 Fixes for Broken Grades by Ken O'Connor](#). Teachers at ORMS regularly meet within their grade level departments and content areas to collaborate, plan thematic activities, and provide instructional support to their peers. Many teachers are also continuing their education by taking graduate courses, continuing education courses provided by the county, attending summer institutes sponsored by the Maryland State Department of Education, and by attaining National Board certification. In addition, ORMS is a Professional Development School which partners with Towson University. Through this partnership, ORMS teachers are able to mentor aspiring educators as well as access professional development from the university.

Professional development is also provided by the Staff Development Department of Carroll County Public Schools to assist individuals, teams and schools in planning high quality professional development that promotes academic excellence. The principal, content area supervisors, and coordinators support professional development during pre-service and in-service activities throughout the year. Professional development days are set aside on the CCPS master calendar. All professional development follows the Maryland Professional Development Standards and is focused on best practices, technology, multiple delivery methods while reflecting the needs of the participants and schools.

The professional development program at ORMS provides opportunities for teachers and educational support staff to gain information about current research and best practices from professionals at school, in the county, and on state and national levels. At school, the principal provides ongoing curricular and instructional advice through professional development training, faculty meetings, team meetings, and classroom observation feedback. The district provides professional development activities for teachers throughout the school year with content supervisors who discuss specific content information, county-wide initiatives, and insights into pedagogy. In November 2010, several teachers attended the National Middle School Conference in Baltimore, Maryland, to explore advanced understandings of content and resources which they were able to share with their colleagues. Reading/Language Arts teachers attend the annual state reading conference where boundless opportunities exist for obtaining information in order to enhance their instructional methodology.

7. School Leadership:

The principal of Oklahoma Road Middle School embraces a collaborative approach to learning and leading via the school's Administrative teams, which includes: Team Leaders who meet regularly to plan and implement organizational and instructional decisions and the School Improvement Team (SIT) which provides direction and monitoring of school initiatives.

The principal provides opportunities and advocates for staff, students, and parents. Her leadership style is one of collegiality and stewardship. She promotes and practices a collaborative culture by empowering staff, students and parents to become active participants in their learning. Staff, students and parents are held accountable for the performance of the school and engage in collaborative problem solving when needs arise. Her administrative model is based upon a culture of openness, honesty and transparency. The trust created within the school demonstrates the positive learning environment associated with the ORMS' community of learners.

All instructional decisions are made based on the philosophy of "What's best for kids?" This philosophy frequently requires a "thinking outside the box" perspective. The principal recognizes the importance of original ideas and allocates resources to support staff initiatives and interventions.

Four years ago, we recognized that our School Improvement Plan included too many areas of focus. By establishing a set of "Best Practices at ORMS," we were able to foster and support existing programs while focusing on current needs identified in our school data. The "Best Practices at ORMS" became our way of doing business and a tool for mentoring our new and first-year teachers. These practices include: 1) Academic Excellence through Instruction; 2) Effective Communication between Stakeholders; 3) A Safe and Orderly Environment; 4) Connections to Integrate Curriculum; 5) Integration of Critical

Thinking and Problem-Solving; 6) Utilization of Measurable Data to Drive Instruction and Promote Personal Growth; 7) Integration of Technology; and 8) Modeling Expectations in Behavior and Academics.

Relationships are also a key component of the Oklahoma Road Middle School community. The faculty and staff consider themselves to be part of a close-knit, extended family and are always willing and eager to do whatever is necessary on behalf of students, the staff, and the community at large. As soon as a need is expressed, the need is fulfilled. The loving and supportive atmosphere which is encouraged by our administration gives a feeling of security to teachers and students alike. It is an honor and a privilege to work with the leadership of ORMS.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Maryland School Assessment

Edition/Publication Year: 2006 / 2007 / 2008 / 2009 / 2010 Publisher: CTB / Harcourt / Harcourt / Pearson / Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	94	94	93	88	88
Advanced	50	58	55	41	36
Number of students tested	244	237	279	303	281
Percent of total students tested	100	100	99	99	98
Number of students alternatively assessed	0	0	1	1	5
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced		86	94	50	58
Advanced		14	13	40	0
Number of students tested		16	10	12	11
2. African American Students					
Proficient & Advanced				80	
Advanced				30	
Number of students tested				10	
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	58	77	42	57	52
Advanced	16	27	5	5	26
Number of students tested	19	14	19	21	31
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Maryland School Assessment

Edition/Publication Year: 2006 / 2007 / 2008 /
2009 / 2010

Publisher: Harcourt / Harcourt / Harcourt / Pearson /
Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	96	93	94	91	88
Advanced	63	58	69	50	56
Number of students tested	244	238	279	303	281
Percent of total students tested	99	100	99	99	98
Number of students alternatively assessed	1	0	1	1	5
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced		83	81	70	50
Advanced		38	30	0	18
Number of students tested		16	10	12	11
2. African American Students					
Proficient & Advanced				80	
Advanced				60	
Number of students tested				10	
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	70	79	47	57	48
Advanced	15	36	5	0	26
Number of students tested	20	14	19	21	31
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: Maryland School Assessment

Edition/Publication Year: 2006 / 2007 / 2008 / 2009 / 2010 Publisher: CTB / Harcourt / Harcourt / Pearson / Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	93	93	87	87	79
Advanced	48	48	45	33	29
Number of students tested	245	294	301	276	286
Percent of total students tested	100	99	99	98	100
Number of students alternatively assessed	0	2	1	5	0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	100	75			73
Advanced	19	13			9
Number of students tested	16	16			11
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					60
Advanced					30
Number of students tested					10
4. Special Education Students					
Proficient & Advanced	57	47	38	60	22
Advanced	21	7	5	7	0
Number of students tested	14	15	21	30	27
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternative Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: Maryland School Assessment

Edition/Publication Year: 2006 / 2007 / 2008 /
2009 / 2010

Publisher: Harcourt / Harcourt / Harcourt / Pearson /
Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	96	95	94	90	87
Advanced	71	63	68	50	46
Number of students tested	245	294	302	276	286
Percent of total students tested	100	99	99	98	100
Number of students alternatively assessed	0	2	1	5	0
Percent of students alternatively assessed	0	1	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	88	81	50		73
Advanced	50	25	30		9
Number of students tested	16	16	10		11
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					100
Advanced					30
Number of students tested					10
4. Special Education Students					
Proficient & Advanced	79	67	71	47	33
Advanced	14	13	19	20	4
Number of students tested	14	15	21	30	27
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with the significant cognitive disabilities. The Alt-MSA measures participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: Maryland School Assessment

Edition/Publication Year: 2006 / 2007 / 2008 / 2009 / 2010 Publisher: CTB / Harcourt / Harcourt / Pearson / Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	88	87	85	75	72
Advanced	53	49	48	33	34
Number of students tested	291	299	283	286	309
Percent of total students tested	99	99	98	100	99
Number of students alternatively assessed	2	2	4	0	1
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	57		58		39
Advanced	29		17		0
Number of students tested	14		12		13
2. African American Students					
Proficient & Advanced		70			
Advanced		40			
Number of students tested		10			
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	43	47	55	39	19
Advanced	0	11	9	9	0
Number of students tested	14	19	22	23	27
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: Maryland School Assessment

Edition/Publication Year: 2006 / 2007 / 2008 /
2009 / 2010

Publisher: Harcourt / Harcourt / Harcourt / Pearson /
Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	96	95	93	87	84
Advanced	67	54	64	45	38
Number of students tested	291	299	283	285	309
Percent of total students tested	99	99	98	100	99
Number of students alternatively assessed	2	2	5	0	1
Percent of students alternatively assessed	1	1	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	71		67		54
Advanced	36		42		8
Number of students tested	14		12		13
2. African American Students					
Proficient & Advanced		100			
Advanced		30			
Number of students tested		10			
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	64	63	55	52	48
Advanced	21	5	27	13	0
Number of students tested	14	19	22	23	27
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	91	91	88	83	79
Advanced	50	51	49	36	33
Number of students tested	780	830	863	865	876
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	2	4	6	6	6
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	81	79	52	50	51
Advanced	22	13	26	10	6
Number of students tested	37	39	31	30	35
2. African American Students					
Proficient & Advanced	50	63	71	71	61
Advanced	27	30	21	17	11
Number of students tested	22	27	24	24	18
3. Hispanic or Latino Students					
Proficient & Advanced	92			64	65
Advanced	42			14	20
Number of students tested	26			14	20
4. Special Education Students					
Proficient & Advanced	53	55	50	59	36
Advanced	13	15	10	12	11
Number of students tested	47	48	62	74	85
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient & Advanced	96	94	94	89	86
Advanced	67	58	67	48	46
Number of students tested	780	831	864	864	876
Percent of total students tested	100	100	99	99	99
Number of students alternatively assessed	3	4	7	6	6
Percent of students alternatively assessed	0	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	81	74	63	57	57
Advanced	44	28	34	10	11
Number of students tested	36	39	32	30	35
2. African American Students					
Proficient & Advanced	82	89	88	79	78
Advanced	45	33	38	50	28
Number of students tested	22	27	24	24	18
3. Hispanic or Latino Students					
Proficient & Advanced	92			71	95
Advanced	73			29	40
Number of students tested	26			14	20
4. Special Education Students					
Proficient & Advanced	71	69	52	51	47
Advanced	17	17	10	9	20
Number of students tested	48	48	62	74	85
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6. N/A					
Proficient & Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: ORMS had no students identified in categories where no data is present. The Alternate Maryland School Assessment, or "Alt-MSA," is Maryland's assessment program designed for students with significant cognitive disabilities. The Alt-MSA measures a participating student's progress on attainment of Mastery Objectives in reading and mathematics.					

11MD3